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ABSTRACT

Some one million college bound students, who were high school seniors during 1974-75 previously participated in the College Board's Admissions Testing Program (ATP), which included the Scholarship Aptitude Test (SAT), the Test of Standard Written English, the Student Descriptive Questionnaire, and the ATP Achievement Tests. These tests created a wide range of information about: (1) student sccioeconomic characteristics, (2) academic performance in high school, (3) test scores, (4) student plans for advanced placement and advanced degrees, and (5) first choice intended field of study. The ATP summary report contributes information to understanding how various personal, social, and academic factors are involved as college-bound seniors become affiliated with individual college and systems of colleges. The report, prepared at a national, regional, and state level is useful in comparison with institutional data. (Author/KE)

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HIGHLIGHTS

From the College Board ATP Summary Report on 1974-75 College-Bound Seniors

1974-75 seniors earned more SAT scores below 400 and fewer scores at or above 600 as SAT-verbal and SAT-mathematical score averages fell sharply 10 and 8 points, respectively, below their 1973-74 levels.

Most Achievement Test score averages of 1974-75 seniors were lower than those of 1973-74 seniors, but Mathematics Level I scores did not decline.

1974-75 seniors were the first among whom more women than men took the SAT.

Men had higher SAT scores, including higher SAT-Verbal scores, but women had markedly higher scores on the Test of Standard Written English.

15 percent of the women and 13 percent of the men belong to an ethnic minority.

About one-third estimated their parents' income at less than $12,000.
About one-third estimated their parents' income at more than $20,000.

About one-third have estimated parental contributions less than $625.
About one-sixth have estimated parental contributions more than $3,900.

About two-fifths plan to seek help in college in finding part-time work.

Three-fourths were in the highest two-fifths of their high school class.

Their latest grades in six academic areas averaged 3.1 or B.

By subject, the percentage of grades earned in advanced, accelerated, or honors courses, ranged from 8 to 15 percent.

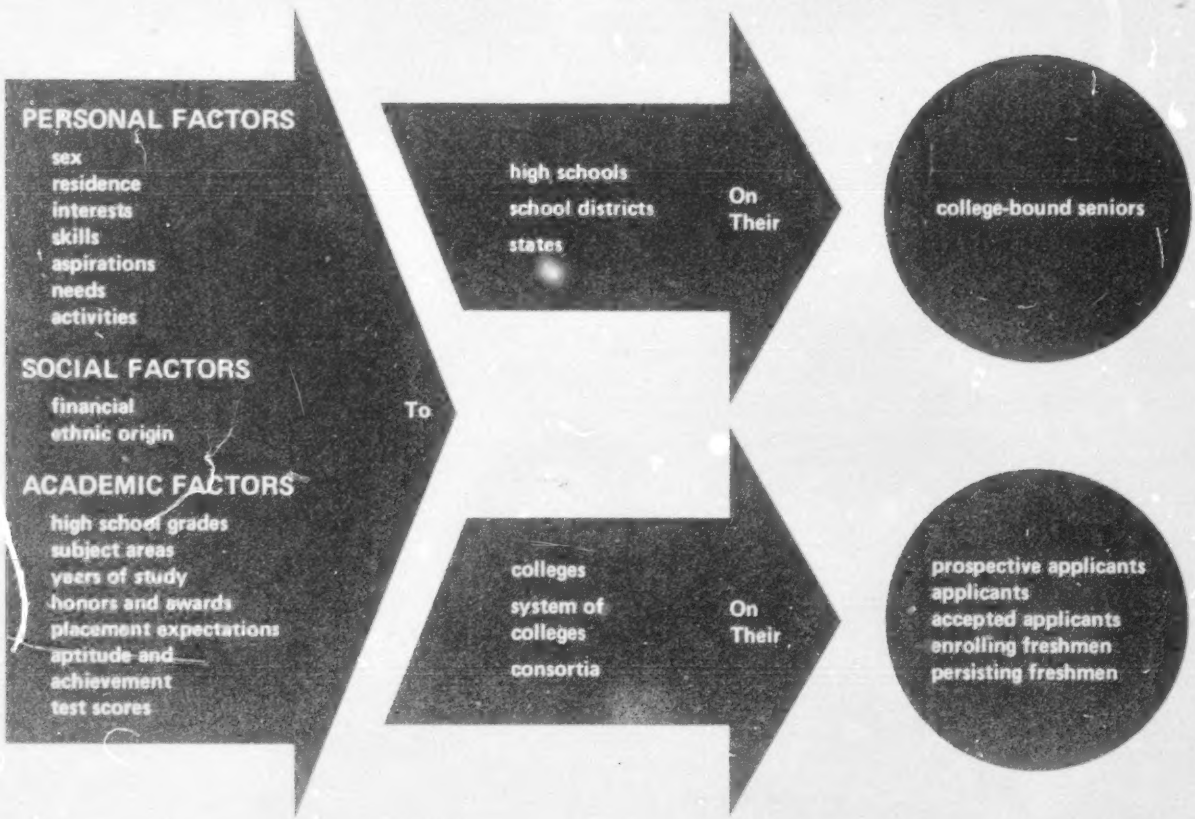
45 percent of the men and 35 percent of the women reported postbaccalaureate degree plans, and this sex difference was reduced as the level of aspiration increased more rapidly among women for the second consecutive year.

More than half plan to apply for placement in advanced courses, course credit, or exemption from required courses in college.

More than one-third of the women intend to major in education or health-related areas; more than one quarter of the men intend to major in engineering or in business and commerce.

About one quarter prefer to live at home, about half prefer a college dormitory; more men prefer a coed dormitory, and more women prefer a single-sex dormitory.

COLLEGE BOARD ATP SUMMARY REPORTS



HOW TO GET ADMISSIONS TESTING PROGRAM SUMMARY REPORTS

For colleges, consortia, and systems of colleges. Colleges that want the College Board to prepare an ATP Summary Report for their freshmen should inform the College Board regional office for their area (see back cover). Reports are also available for the other groups of students listed above and for special student subgroups such as financial aid recipients, minority applicants, engineering majors, etc.

ATP Summary Reports are also prepared for consortia, and for systems of colleges. Groups of colleges that want the College Board to prepare an ATP Summary Report for all their freshmen combined, for their combined aid applicants or in-state students, etc., should choose a coordinator to inform the appropriate College Board regional office.

For high schools, school districts, and school systems. Individual high schools need not request an ATP Summary Report for their college-bound seniors because reports are released automatically to their principals.

Principals of two or more schools, superintendents of school districts, and administrative heads of other systems of schools who want the College Board to prepare an ATP Summary Report for all their schools' ATP participants should inform the College Board regional office for their area (see back cover).

PREFACE

As this report is released, something less than half of the high school seniors of 1974-75 are in transition to about three thousand colleges with the help of several hundred scholarship sponsors. Some one million of these students previously participated in the College Board's Admissions Testing Program (ATP). There they met the Scholarship Aptitude Test (SAT) and the Test of Standard Written English, the Student Descriptive Questionnarie, and, many of them, ATP Achievement Tests. As they did, they created a wide range of information about themselves and asked the College Board to report it to their schools, to colleges, and to scholarship sponsors.

Records kept by the College Board on that process permit the information filed for individual students to be filed also for the high schools where those students were college-bound seniors and for the colleges and scholarship sponsors to which they were prospective applicants. These institutional files are kept on a longitudinal basis for each high school class. Students may participate in the ATP as sophomores, juniors, or seniors, or more than once during those years. The most recent of all information created by their participation is stored for summary analysis toward the end of their high school careers. Beginning in the summer following their graduation from high school, the College Board produces a series of ATP Summary Reports, as illustrated on the opposite page.

Through ATP Summary Reports, the College Board makes a contribution to the information needed for the rational and responsible management of the process of college entrance and completion. Such management requires schools and colleges to understand how various personal, social, and academic factors are involved as college-bound seniors become affiliated with individual colleges and systems of colleges. Each institution and system sees reflected in its own ATP Summary Report, however, only a fraction of several larger populations of college-bound students. Reports are, therefore, also prepared at the national, regional, and state level for use as backdrops against which institutional data can be viewed for comparative purposes.

The national ATP Summary Report, presented here, is the most comprehensive of all. It includes the records of all 1974-75 seniors, wherever located,

who registered for the "college boards" before April of their senior year. Similar reports at the regional level are available for the areas illustrated on the back cover of this booklet from the College Board offices listed there. ATP Summary Reports prepared for schools and colleges and school and college systems are released by the College Board only to those for whom they are prepared.

ONE MILLION COLLEGE-BOUND SENIORS

Some one million college-bound seniors are described in the tables on pages 19-33 and in the notes that follow. The majority of these seniors are scholastically apt and studied academic subjects extensively in high school. They have been and plan to be busy with extracurricular activities, and they are confident of their social skills. They are more modest about their academic skills but seem eager for further schooling, if undecided in considerable numbers about how far they want to go and about the field of study in which to concentrate.

Before characterizing these students in more detail, a cautionary note about the limitations of the data and about the contexts in which they occur is in order. The students who take the SAT and are described here are numerous. But they are equal in number to only about one-third of all 1975 high school graduates and about two-thirds of all those graduates who are going directly to college. Those two groups of students differ from the small group of students who take the Scholastic Aptitude Test (SAT) and respond to the Student Descriptive Questionnaire while they are in high school. As a result, what is reported here about the 1974-75 seniors who took the SAT cannot be taken as necessarily true of all 1975 high school graduates or all 1975 college freshmen.

WOMEN AND MEN

Historically, women have been more numerous than men among high school graduates, but because the rate of college-going has been higher among men high school graduates, men have outnumbered women among college freshmen. There have also, over the years, been more men than women among the college-bound students taking the College Board's Scholastic Aptitude Test (SAT). But in recent years the percentage of women among all students taking the SAT has increased as the rate of college-going has decreased more rapidly among men than among women. And the seniors of 1974-75 were the first among whom more women than men took the SAT.

MINORITY AND MAJORITY

The percentage of students who take the "college boards" and describe themselves in the Student Descriptive Questionnaire as belonging to a minority ethnic group has remained virtually constant at about 14 percent from 1971-72, when the questionnaire was introduced, through 1974-75 (Table 2). Roughly 8 percent of the 1974-75 seniors -- 9.1 percent of the women and 6.6 percent of the men -- indicated that they were black. Two percent, and a slightly larger percentage of men than women, described their ethnic background as oriental. Smaller percentages indicated that they were "other" (1.8%), Mexican American or Chicano (1.4%), Puerto Rican (0.7%), and American Indian (0.3%).

RICH AND POOR

About two-thirds of the 1974-75 college-bound seniors who took the SAT answered the Student Descriptive Questionnaire item about their estimate of their parents' income. Their responses divide them into three roughly equally numerous groups: those reporting annual parental incomes below $12,000, those reporting incomes between $12,000 and $20,000, and those reporting incomes more than $20,000.

Parents' incomes (Table 21) are combined with other information that students report about how many brothers and sisters they have and about how many of those will be in college when they enter. From such combinations, estimates of the amount of money that parents can be expected to contribute toward the costs of the 1974-75 seniors' further education are calculated and summarized in Table 20. The parents' contributions of somewhat more than one-third of all responding students are estimated to be less than $625, those of about one-fourth are between $625 and $1,500, those of about one-fifth are between $1,500 and $3,900, and about one-sixth have estimated parents' contributions of more than $3,900.

These estimated parents' contributions are distributed separately in Table 20 for students in the various ethnic groups. It is apparent that significantly larger amounts of financial aid must be offered to minority students if they are not to have their freedom of college choice more severely restricted

by their families' financial circumstances. About three-fourths of the black and Mexican American students, for example, have estimated parental contributions less than $625, and more than half have such contributions less than $200.

Table 20's rough estimates of the family financial situations of a large number of 1974-75 college-bound seniors can be compared with the estimated costs of college attendance in 1975-76. Those average costs, as reported to the College Scholarship Service (CSS), range from about $2,100 for public two-year institutions (commuter budget) to about $4,400 for private four-year institutions (resident budget).

The lower of these two student expense budgets is, however, about twice the estimated parents' contribution of about half of the 1974-75 college-bound seniors who took the SAT. Many students must, therefore, rely at least in part on self-help. And in this connection it is interesting to note (in Table 11) that many students who take the SAT evidently anticipate meeting some of their college costs out of their own income while they are in college. About two-fifths of the Student Descriptive Questionnaire respondents indicated that they planned to seek help in college in finding a part-time job.

ACADEMIC PERFORMANCE IN HIGH SCHOOL

Students are asked several questions on the ATP questionnaire about their academic performance in high school -- their class rank, their latest grade in each of six academic subject-matter areas since beginning the ninth grade, whether that grade was earned in an "honors, advanced, or accelerated course," how many years they expected to study in each academic area in high school, and how many scholastic honors or awards they received.

The average of the grades reported by 1974-75 seniors in the six areas listed across the top of Table 3, converted to the common four-point scale and weighted by the number of expected years of study in Table 4, was 3.09. In terms of letter grades, this is a "B" average for both sexes in all subjects. By subject-matter area, the averages for both sexes ranged from 2.82 for mathematics to 3.25 for social studies. Other than in mathematics and in the physical sciences, the weighted averages of the grades reported by women are higher than the corresponding averages for men. In each of the six areas, 1974-75

seniors of each sex reported slightly higher grades then the 1973-74 seniors, who had in turn reported higher grades then 1972-73 seniors.

It was in mathematics that the largest percentage of respondents, 16 percent of the men and 13 percent of the women, indicated that their latest grade had been earned in an "honors, advanced, or accelerated course." The corresponding percentages for English were 12 percent for men and 15 percent for women, and these were about double the corresponding percentages for foreign languages (in Table 3). For each of the six academic areas, the percentage of latest grades reported as earned in such courses was substantially the same as among 1973-74 seniors. And slightly more than half of the seniors from each class reported receiving one or more scholastic honors or awards (Table 17).

The average number of expected years of high school study for all six academic areas combined was 16 years. Nine out of every 10 of the 1974-75 seniors indicated that they expected to have studied English for four or more years before graduating. Fewer, but more than half of the men and more than one-third of the women, expected to have studied mathematics for the equivalent of four or more years before graduating from high school. (Table 4).

Compared with 1973-74 seniors, the 1974-75 seniors reported an increased number of years of study in mathematics, in the biological sciences, and in the physical sciences, the increase in the physical sciences being more marked for women. Fewer years of study, by contrast, were reported in the social studies and in the foreign languages (Table 4). Similar shifts, the increase in mathematics excepted, were previously observed between the college-bound seniors of 1972-73 and 1973-74.

About three-fourths of the 1974-75 seniors reported themselves to be in the highest two-fifths of their high school class, and nearly all the rest estimated that they were in the middle fifth (Table 5). Essentially the same distribution of class ranks was previously observed for the 1973-74 seniors.

NEW SAT READING COMPREHENSION AND VOCABULARY SCORES

Scores on the verbal sections of the Scholastic Aptitude Test (SAT) are derived from four types of questions. Two of those types are vocabulary questions -- analogies and antonyms; and two are reading comprehension questions -- "sentence

completions" and questions on prose passages presented in the test. Students' answers to all four types of questions combine to produce an SAT-verbal score that is reported as an overall measure of students' developed verbal reasoning ability.

Beginning with the October 1974 administration of the SAT, the reading comprehension and vocabulary questions have also been scored separately. These verbal subscores -- Reading Comprehension and Vocabulary scores -- are reported in two digits, on a 20-to-80 scales, both for individual students and in summary reports. But such scores were reported only for 1974-75 seniors who took the SAT as seniors in 1974-75: subscores were not reported and cannot be summarized for the nearly 300,000 1974-75 seniors who took the SAT only as juniors in 1973-74. As a result, subscores are summarized in Table 7B for about 720,000 students, rather than for the full SAT population of about 1,000,000.

The Reading Comprehension average for men, 43.5 or 435 if placed on the familiar College Board score of 200 to 800, scale is slightly higher than the corresponding average, 43.3 or 433, for women. The sex difference in the Vocabulary averages, 43.5 or 435 for men and 42.7 or 427 for women, is relatively large. It seems, therefore, that the men who take the SAT have higher (overall) SAT-verbal scores than the women who take the test largely because the men do better on the questions that produce the Vocabulary score -- the analogies and the antonyms.

TEST OF STANDARD WRITTEN ENGLISH SCORES

The Test of Standard Written English was placed in experimental use in 1974-75 for purposes of placement. The new English test is intended to help colleges, particularly those with diversified student bodies, place entering freshmen in the courses most appropriate for them. Although in experimental use as a supplement to the SAT, the Test of Standard Written English is not itself an experimental test but rather a conventional test of conventional skills that students are normally expected to use in writing papers for most college courses.

The new English test measures writing skills by asking students questions about errors in English usage. Fifty questions of two types are used in the

Test of Standard Written English. From research previously reported in The Measurement of Writing Ability, a monograph published by the College Board, performance on question of each type is known to be highly associated with students' ability to write essays. Essay questions are not included on the test, which is an indirect as well as only a partial measure of students' writing abilities. The test makes no attempt, for example, to assess the ability to write "creatively."

At its simplest level, the test deals with such matters as agreement of subject and verb (John and Mary walks). At more sophisticated levels, the test asks about such matters as the logic of comparisons (Eloise drives faster than her neighbor's car), or the appropriate subordination or coordination of ideas within a sentence (Maria will return to San Francisco next year, and she was born there). The terminology of grammar is not tested, spelling and capitalization are not asked about, and only in a few questions are punctuation marks important in arriving at the answer.

The Test of Standard Written English is administered in 30 minutes, as one of six sections in the SAT test booklet. Scores on the test are reported in two digits on the 20-to-80 scale, but Test of Standard Written English scores are reported only to 60+.

The Test of Standard Written English was introduced at the October 1974 administration of the SAT, the first administration from which verbal subscores were reported. Therefore, the 1974-75 seniors who took the SAT only as juniors in 1973-74 did not take the new English test. As a result, Test of Standard Written English scores are summarized in Table 7C only for 1974-75 seniors who took the test as seniors. (These are the same students as those for whom the newly reported Reading Comprehension and Vocabulary scores are summarized in Table 7B.)

In the distributions of Test of Standard Written English scores (in Table 7C), the sex differences that appear are more marked than those noted in the Reading Comprehension and Vocabulary scores. Furthermore, the direction of the difference is reversed: it is the women who have higher scores on the new English test. Thus 4 percent of the women and 3 percent of the men earned the highest score reported (60+), 63 percent of the women and 57 percent of the men earned scores between 40 and 59, and 32 percent of the women and 40 percent of the men earned scores below 40.

All such differences in the distribution of these two-digit scores produced Test of Standard Written English score averages for women (44.3) and men (42.2) that differ by 2.1 points, or by 21 points in terms of the more familiar College Board score scale of 200 to 800. The advantages enjoyed by men on the scores from the verbal sections of the aptitude test were relatively slight at 2 points (Reading Comprehension) and 8 points (Vocabulary).

SCHOLASTIC APTITUDE TEST (SAT) SCORES

If all students -- more than three million -- took the SAT late in high school, two-thirds or about two million would earn SAT-verbal scores between 200 and 400. About 376,000 of the 1974-75 seniors who took the SAT -- roughly one-sixth of all who might have -- did in fact earn such scores. Similarly, a third of all students or about one million would earn SAT-verbal scores between 400 and 600. About 541,000 of the 1974-75 seniors who took the SAT -- roughly half of all who might have -- did take the test and earn such scores. Finally, a small percentage (about three percent) of all students -- more than 100,000 -- would earn SAT-verbal scores of 600 or higher. And about 79,000 of the 1974-75 seniors, a substantial majority of all who might have, did take the SAT and earn scores that high.

Estimates of the fraction and number of all students who would earn various SAT scores are necessarily imprecise. The estimates are good enough, however, for the population of students currently taking the SAT to be seen clearly as broadly based but also highly selected in terms of developed verbal reasoning ability. Essentially the same situation obtains with reference to the SAT's measure of developed mathematical reasoning ability.

Although the approximately one million 1974-75 seniors who took the SAT were relatively apt compared to students generally, they nevertheless had substantially lower SAT scores than the 1973-74 seniors who took the SAT. Approximately 98,800 of the 1973-74 seniors, for example, had SAT-verbal scores at or above 600, while 79,100 -- 20 percent fewer -- of the slightly more numerous 1974-75 seniors had verbal scores that high. In the 200 - 400 range, by contrast, the number of SAT-verbal scores increased by 8 percent. In the middle of the score range, from 400 to 600, a slight increase of 1 percent was

registered. As a result of all such shifts, the SAT-verbal average dropped by 10 points, from 444 among the 1973-74 seniors to 434 among the 1974-75 seniors.

A smaller decline, from 480 to 472, was observed in the SAT-mathematical average, and somewhat different shifts occurred in the distribution of mathematical scores. The number at or above 600 decreased by about 8 percent, the number in the 200 - 400 range increased by 13 percent, and the number in the middle of the score range, between 400 and 600, decreased by 1 percent.

Both SAT-verbal and SAT-mathematical score averages have declined since 1962-63, when they stood at 478 and 502 respectively. The declines seen by 1968 were small compared to the declines of more recent years, and the declines noted above between the 1973-74 and the 1974-75 cohorts are the largest so far observed. Since 1968, at the latest, SAT score averages have declined partly because of an increase in the number of relatively low scores and partly because of a decrease in the number of relatively high scores. Since the beginning, the decline in the verbal scores has been larger than the decline in the mathematical scores. And since 1968, the decline in the verbal scores has been larger for women than for men. The decline in the mathematical scores has tended to be larger for men than for women, but this tendency has been relatively weak, and among 1974-75 seniors woman had larger mathematical score declines.

Table A. SAT Score Averages for College-Bound Seniors, 1966-67 - 1974-75

	Verbal			Mathematical		
	Male	Female	Total	Male	Female	Total
1966-67	463	468	466	514	467	492
1967-68	464	466	466	512	470	492
1968-69	459	466	463	513	470	493
1969-70	459	461	460	509	465	488
1970-71	454	457	455	507	466	488
1971-72	454	452	453	505	461	484
1972-73	446	443	445	502	460	481
1973-74	447	442	444	501	459	480
1974-75	437	431	434	495	449	472

The SAT score averages given in the last four rows of Table A for college-bound seniors of 1971-72 through 1974-75 are from Table 7 of successive editions of the College-Bound Seniors series of reports, which began in 1972. The averages for 1966-67 through 1970-71 are estimates of the averages that would have been reported for college-bound seniors of those years if such reports had been produced for those years.

One of the more pervasive myths about SAT scores is that a score of 500 is average. In fact, the most recent estimate is that if all juniors and seniors took the SAT, their SAT-verbal average would be about 368, and the SAT-verbal average for the college-bound seniors of 1974-75 who actually took the test is seen in Table A to be 434.

ACHIEVEMENT TEST SCORES

The ATP Achievement Test series includes one-hour objective tests in 14 academic subjects. About one-fourth of the students who take the SAT also take one or more Achievement Tests. The students who take the Achievement Tests typically take three, one of which is nearly always the English Composition Test. A second popular subject is mathematics, which is tested at two levels. Relatively few students take Mathematics Level II (the more advanced level), but more than two-thirds of the students who take Achievement Tests include Mathematics Level I in their series. The Achievement Test in American History and Social Studies is next in popularity: over a fourth choose it. The remaining 11 Achievement Tests enjoy much smaller volumes as candidates round out their series of three with a test in a subject in which they feel better prepared, or with one specified by a college they want to attend.

ATP Summary Reports include (in Table 8) Achievement Test score distributions for the seven most frequently chosen tests and a score distribution for Achievement Test averages that include scores from all Achievement Tests taken. Score averages accompany each distribution.

For 1974-75 college-bound seniors, Table B includes national score averages and the numbers (in thousands) of candidates nationally for each Achievement Test. Comparable figures for previous high school classes are available only in the case of the more popular tests.

The score average for all Achievement Tests taken increased slightly (to 527) among college-bound seniors of 1972-73 and increased markedly (to 533) among 1973-74 college-bound seniors. This score average declined slightly (to 531), however, among the 1974-75 seniors. Their averages were lower for the Biology Test by 1 point, for the English Composition Test by 2 points, for the American History and Social Studies Test by 4 points, the French Test by 7 points, for the Chemistry Test by 12 points, and for the Spanish Test by 16 points. Mathematics Level I scores, by contrast, did not decline among 1974-75 seniors.

Table B. Achievement Test Score Averages, 1971-72 - 1974-75

(Numbers in thousands)

SUBJECT	1971-72		1972-73		1973-74		1974-75	
	N	AV	N	AV	N	AV	N	AV
Average for all Achievement Tests	335	526	294	527	247	533	228	531
English Composition	313	516	275	517	228	517	212	515
Mathematics Level I	240	541	211	537	172	545	158	545
American History and Social Studies	105	492	87	498	71	498	64	494
Biology	51	535	51	532	46	545	46	544
French	52	539	47	544	38	560	34	553
Chemistry	48	568	43	572	37	581	33	569
Mathematics Level II	n/a		n/a		n/a		29	660
Spanish	34	530	33	539	28	560	26	544
Literature	n/a		n/a		n/a		21	522
Physics	n/a		n/a		n/a		12	601
German	n/a		n/a		n/a		7	547
European History and World Cultures	n/a		n/a		n/a		5	521
Latin	n/a		n/a		n/a		2	514
Hebrew	n/a		n/a		n/a		1	577
Russian	n/a		n/a		n/a		1	540

STUDENTS' SELF-ASSESSMENT OF THEIR SKILLS AND ABILITIES

The ATP questionnaire provides college-bound students with an opportunity to rank themselves among others of their age with reference to 14 skills and

abilities. About one-fifth of the 1974-75 seniors ranked themselves in the top 1 percent in ability to get along with others, and about 10 percent ranked themselves in the top 1 percent in leadership. Only in mechanics, music, and art did appreciable percentages (20, 20, and 19 respectively) of 1974-75 seniors rank themselves as below average.

The 1974-75 seniors rated themselves more highly than the 1973-74 seniors rated themselves. Among men, there were significant increases in ratings on acting, art, athletics, leadership, mathematics, and sales. Among women, significant increases were observed in acting, leadership, and sales.

EXTRACURRICULAR ACTIVITIES

The confidence that students who take the SAT have in their social skills may result in part from their extensive and intensive experiences with extracurricular activities. Large numbers report active participation in community and religious groups (Table 14), athletics (Table 15), high school clubs and organizations (Table 16), and other extracurricular activities of all sorts (Table 18). One-fourth report themselves as leaders in community or religious groups, and more than one-third indicate that they held at least one major office in a high school club or organization.

More than half of the men and a quarter of the women indicate having been on a varsity athletic team, and most of each report winning at least one varsity letter. The percentage of women reporting varsity participation in recent years has increased steadily from 20 percent among the college-bound seniors of 1972-73 to 26 percent among the 1974-75 cohort. Over the same years, the percentages of college-bound students of both sexes reporting no participation in athletics has declined slightly (Table 15).

PLANS FOR ADVANCED PLACEMENT AND ADVANCED DEGREES

In response to a question about the highest level of education they plan to complete, roughly a quarter -- but a smaller fraction than among previous

seniors -- indicated that they were undecided. Only small percentages, 8 percent of the women and 5 percent of the men, indicated plans to complete only a two-year program, but 45 percent of the men and 35 percent of the women planned to complete a postbaccalaureate degree. Women report less ambitious degree plans than men, but this sex difference decreased among both 1973-74 and 1974-75 seniors as in consecutive years the level of aspiration increased more among women than among men.

Students registering to take the "college boards" are also asked whether they plan to apply for "placement in advanced courses, course credit, or exemption from required courses." About three-fifths of the respondents planned such application in at least one of these areas: English (24%), science (23%), mathematics (22%), history (17%), and foreign languages (14%). The percentages of seniors with such plans in at least one area increased both among the 1973-74 seniors and among the 1974-75 seniors.

COLLEGE HOUSING PREFERENCES

Students can indicate on the questionnaire where they would prefer to live during the first two years of college. About a quarter of the 1974-75 seniors indicated that they preferred to live at home (Table 13). About half would prefer to live in a dormitory, and only small percentages, especially among women, prefer a fraternity or sorority house, an on-campus apartment, or an off-campus apartment. Three out of five men who preferred a dormitory preferred a "coeducational" one, but most of the women who preferred a dormitory preferred a single-sex one.

FIRST CHOICE INTENDED FIELD OF STUDY IN COLLEGE

Nearly 200 specific fields of college study, grouped under nearly 30 broad curriculum areas, are listed in the ATP questionnaire. Students respond by indicating their first and second choices. The first choices of the 1974-75 seniors are distributed by broad area (e.g., agriculture) in Table 10A and

and by specific fields (e.g., dairy science) in Table 10B.

The most popular broad curriculum areas, with the percentage of 1974-75 seniors choosing them (in parentheses), are health and medical (14.9%), business and commerce (11.5%), education (9.1%), biological sciences (8.0%), social sciences (7.7%), and engineering (6.7%). It should be noted, however, that the area of education owes its relatively high rank for both sexes combined to its popularity among women (13.8%). Similarly, engineering is a popular area among men (12.9%) but is the first choice of a relatively small percentage of women (0.9%).

Disregarding area groupings, some relatively popular specific fields of study (and the percentages choosing them) were premedicine (4.1%), nursing-registered (4.0%), business management and administration (3.2%), accounting (3.1%), mathematics (2.0%), political science (2.0%), physical education (1.9%), elementary education (1.8%), secretarial studies (1.6%), and electrical engineering (1.5%).

HELP WANTED

The ATP questionnaire includes an item about help that students may want to receive outside regular course work in college. About two-fifths of the respondents from among 1974-75 seniors indicated that they wanted help in finding part-time work. About one-third indicated that they wanted counseling about educational and vocational plans and opportunities. Only 3 percent wanted counseling about personal problems.

A large fraction of the students said they wanted help outside regular course work, in academic areas. Roughly a fifth of the questionnaire respondents, for example, wanted help in developing good study habits. Similarly, 17 percent of the students wanted help outside regular course work in improving their mathematical ability, 13 percent wanted such help in increasing reading ability, and 11 percent wanted help in improving their writing ability.

ACCOMPLISHMENT AND AMBITION

It seems clear from the data in the tables that follow that the majority of the 1974-75 seniors who took the SAT are scholastically apt and studied extensively in academic subjects in high school. These students have been and plan to be busy with extracurricular activities and are confident of their social skills. They also seem eager for further schooling, even though they are undecided in considerable numbers about the extent of their degree ambitions.

COLLEGE BOARD ATP SUMMARY REPORT ON 1974-75 HIGH SCHOOL SENIORS

THIS REPORT SUMMARIZES THE COLLEGE BOARD ATP RECORDS ON 1974-75 SENIORS WHO REGISTERED FOR SAT OR ACHIEVEMENT TESTS DURING THEIR SOPHOMORE, JUNIOR, OR SENIOR YEARS. THE APRIL '75 ADMINISTRATION IS THE MOST RECENT ONE FROM WHICH RECORDS ARE INCLUDED.

	MALE	FEMALE	TOTAL
NUMBER REGISTERING FOR ATP	531,474	533,065	1,064,540
NUMBER TAKING SAT	496,876	499,576	996,452
NUMBER TAKING AT LEAST ONE ATP ACHIEVEMENT TEST	118,711	109,404	228,115
NUMBER RESPONDING TO STUDENT DESCRIPTIVE QUESTIONNAIRE	415,802	439,068	854,871

TABLE 1: TYPE OF HIGH SCHOOL (1974-75 SDQ QUESTION 2)

	NUMBER	PCT
PUBLIC	688,814	82
PRIVATE	151,510	18
NUMBER RESPONDING	840,324	

II. ETHNIC BACKGROUND

TABLE 2: ETHNIC BACKGROUND (1974-75 SDQ QUESTION 24)

	MALE NUMBER	PCT	FEMALE NUMBER	PCT	TOTAL NUMBER	PCT
AMERICAN INDIAN	1,184	0.3	1,262	0.3	2,446	0.3
BLACK	26,242	6.6	38,696	9.1	64,938	7.9
MEXICAN AMERICAN	5,896	1.5	5,511	1.3	11,407	1.4
ORIENTAL	8,357	2.1	8,178	1.9	16,535	2.0
PUERTO RICAN	2,658	0.7	2,747	0.6	5,405	0.7
WHITE	348,083	87.0	362,010	85.1	710,094	86.0
OTHER	7,766	1.9	6,918	1.6	14,684	1.8
NUMBER RESPONDING	400,186		425,322		825,509	100.0
MINORITY STUDENTS	52,103	13.0	63,312	14.9	115,415	14.0

III. HIGH SCHOOL RECORD

TABLE 3: LATEST, SELF-REPORTED GRADES BY SUBJECT (1974-75 SDQ QUESTIONS 6-11)

	ENGLISH		MATHEMATICS		FOR. LANGUAGE		BIO. SCIENCE		PHY. SCIENCE		SOC. STUDIES	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT
A (4.0)	29	45	27	26	25	39	31	34	31	28	40	44
B (3.0)	50	45	38	38	36	38	43	43	43	45	43	42
C (2.0)	19	9	28	28	28	18	22	19	22	22	15	12
D (1.0)	2	1	7	7	8	4	3	3	3	3	2	1
F (0)	0	0	1	1	2	1	0	0	0	0	0	0
NO GRADED COURSES	0	0	0	0	0	0	0	0	0	1	0	0
NUMBER RESPONDING	400099	423584	398359	422129	353049	390009	378840	406393	360686	358867	396364	420530
MEAN GRADE (BY SEX)	3.05	3.34	2.83	2.82	2.76	3.11	3.01	3.09	3.01	2.99	3.22	2.29
MEAN GRADE (BOTH SEXES)	3.20		2.82		2.95		3.05		3.00		3.25	
PCT HONORS COURSES	12	15	16	13	7	8	10	9	10	8	8	8

TABLE 4: NUMBER OF YEARS OF STUDY BY SUBJECT (1974-75 SDQ QUESTIONS 12-17)

	ENGLISH		MATHEMATICS		FOR. LANGUAGE		BIO. SCIENCE		PHY. SCIENCE		SOC. STUDIES	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT	PCT
NO COURSES	0	1	0	0	11	8	5	4	9	15	1	1
ONE YEAR	0	0	2	3	12	10	58	58	34	44	4	4
TWO YEARS	1	1	10	20	42	36	28	30	34	29	17	18
THREE YEARS	10	9	28	39	21	24	6	6	17	9	37	40
FOUR YEARS	81	80	50	34	11	17	2	2	5	3	37	33
FIVE OR MORE YEARS	8	9	9	4	3	5	1	0	1	0	5	4
NUMBER RESPONDING	403123	428632	402850	428264	399707	426422	399446	424147	394682	414223	400537	425819
MEAN NUMBER OF YEARS	3.94	3.96	3.55	3.15	2.17	2.49	1.44	1.45	1.79	1.44	3.21	3.14

TABLE 5: SELF-REPORTED CLASS RANK (1974-75 SDQ QUESTION 5)

	TOP TENTH	SECOND TENTH	SECOND FIFTH	THIRD FIFTH	FOURTH FIFTH	LOWEST FIFTH	TOTAL	NUMBER RESPONDING
	PCT	PCT	PCT	PCT	PCT	PCT	PCT	
MALE	21	25	30	21	2	0	100	395,013
FEMALE	23	27	29	20	1	0	100	409,520
TOTAL	22	26	29	21	2	0	100	804,534
TOTAL PCT WITH THIS RANK OR BETTER	22	48	77	98	100	100		

TABLE 6: ESTIMATED HIGH SCHOOL GRADE POINT AVERAGE (1974-75 SDQ QUESTIONS 6-17)

	MALE		FEMALE		TOTAL	
	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT
3.75-4.00	54,701	14	77,089	18	131,790	16
3.50-3.74	43,754	11	61,619	14	105,373	13
3.25-3.49	50,516	13	61,338	14	111,854	14
3.00-3.24	70,493	18	76,784	18	147,277	18
2.75-2.99	50,227	13	49,559	12	99,786	12
2.50-2.74	51,909	13	45,691	11	97,601	12
2.25-2.49	34,824	9	26,137	6	60,961	7
2.00-2.24	26,595	7	17,318	4	43,913	5
1.75-1.99	8,899	2	5,351	1	14,250	2
1.50-1.74	5,141	1	2,860	1	8,001	1
UNDER 1.50	3,125	1	1,657	0	4,782	1
NUMBER	400,184		425,403		825,588	
MEAN	3.01		3.16		3.09	
STD DEV	.61		.57		.59	

IV. TEST SCORES

TABLE 7A: SCHOLASTIC APTITUDE TEST (SAT) SCORES

VERBAL							MATH					
MALE		FEMALE		TOTAL			MALE		FEMALE		TOTAL	
NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	SCORE	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT
1,118	0	819	0	1,937	0	750-800	8,055	2	1,326	0	9,381	1
5,153	1	4,290	1	9,443	1	700-749	18,290	4	5,334	1	23,624	2
11,965	2	10,112	2	22,077	2	650-699	30,073	6	12,967	3	43,040	4
24,495	5	21,181	4	45,676	5	600-649	50,219	10	29,252	6	79,471	8
40,593	8	36,967	7	77,560	8	550-599	61,421	12	46,012	9	107,433	11
63,219	13	62,054	12	125,273	13	500-549	77,804	16	72,046	14	149,850	15
78,211	16	81,407	16	159,618	16	450-499	74,514	15	82,848	17	157,362	16
86,493	17	91,904	18	178,397	18	400-449	63,235	13	78,931	16	142,166	14
78,008	16	80,428	16	158,436	16	350-399	56,581	11	80,894	16	137,475	14
59,425	12	60,450	12	119,875	12	300-349	36,621	7	56,816	11	93,437	9
32,202	6	32,903	7	65,105	7	250-299	17,157	3	28,235	6	45,392	5
15,978	3	17,053	3	33,031	3	200-249	2,873	1	4,887	1	7,760	1
496,860		499,568		996,428		NUMBER	496,843		499,548		996,391	
437		431		434		MEAN	495		489		472	
111		108		109		STD DEV	119		107		115	

TABLE 7B: SAT-VERBAL SUBSCORES

READING COMPREHENSION

MALE		FEMALE		TOTAL	
NUMBER	PCT	NUMBER	PCT	NUMBER	PCT
836	0	523	0	1,361	0
3,929	1	3,019	1	6,948	1
9,651	3	8,102	2	17,753	2
15,205	4	13,648	4	28,853	4
29,862	8	28,852	8	58,714	8
51,217	14	52,358	15	103,575	14
56,658	16	59,479	17	116,137	16
58,256	16	60,404	17	118,660	16
49,512	14	48,766	14	98,278	14
45,323	13	45,575	13	90,898	13
24,796	7	24,156	7	48,952	7
15,150	4	14,419	4	29,569	4
	360,397		359,301		719,698
	43.5		43.3		43.4
	11.3		11.0		11.2

VOCABULARY

SCORE	MALE NUMBER	MALE PCT	FEMALE NUMBER	FEMALE PCT	TOTAL NUMBER	TOTAL PCT
75-80	1,799	0	1,643	0	3,442	0
70-74	3,260	1	2,832	1	6,092	1
65-69	10,700	3	9,436	3	20,136	3
60-64	23,491	7	19,692	5	43,183	6
55-59	28,556	8	25,330	7	53,886	7
50-54	41,560	12	39,887	11	81,447	11
45-49	60,635	17	60,457	17	121,092	17
40-44	56,583	16	59,240	16	115,823	16
35-39	48,324	13	51,121	14	99,445	14
30-34	41,441	11	41,749	12	83,190	12
25-29	22,525	6	23,829	7	46,354	6
20-24	21,529	6	24,083	7	45,612	6
NUMBER		360,403		359,299		719,702
MEAN		43.5		42.7		43.1
STD DEV		11.9		11.8		11.9

27

TABLE 7C: TEST OF STANDARD WRITTEN ENGLISH (TSWE)*

SCORE	MALE NUMBER	MALE PCT	FEMALE NUMBER	FEMALE PCT	TOTAL NUMBER	TOTAL PCT
60+	10,986	3	15,972	4	26,958	4
55-59	38,928	11	50,317	14	89,245	12
50-54	55,006	15	65,003	18	120,009	17
45-49	51,948	14	55,176	15	107,124	15
40-44	58,588	16	56,904	16	115,492	16
35-39	51,298	14	44,267	12	95,565	13
30-34	39,645	11	31,766	9	71,411	10
25-29	27,426	8	20,741	6	48,167	7
20-24	26,593	7	19,157	5	45,750	6
NUMBER		360,418		359,303		719,721
MEAN		42.2		44.3		43.2
STD DEV		10.9		10.6		10.8

*THE TEST OF STANDARD WRITTEN ENGLISH IS IN EXPERIMENTAL USE FOR PURPOSES OF PLACEMENT

TABLE 8: ACHIEVEMENT TEST SCORES

AVERAGE OF SCORES		ENGLISH COMPOSITION		SCORE	MATHEMATICS LEVEL 1		AMERICAN HISTORY	
NUMBER	PCT	NUMBER	PCT		NUMBER	PCT	NUMBER	PCT
1,833	1	2,771	1	750-800	3,376	2	994	2
7,744	3	7,562	4	700-749	8,161	5	1,620	3
17,450	8	16,156	8	650-699	16,182	10	2,903	5
29,693	13	24,206	11	600-649	24,196	15	5,451	9
40,310	18	31,500	15	550-599	24,671	16	7,860	12
44,253	19	35,602	17	500-549	29,151	18	10,742	17
40,495	18	34,197	16	450-499	24,866	16	11,811	18
28,260	12	30,092	14	400-449	16,760	11	11,902	19
13,574	6	19,641	9	350-399	7,690	5	7,185	11
3,913	2	8,255	4	300-349	2,664	2	3,060	5
475	0	1,754	1	250-299	333	0	535	1
115	0	116	0	200-249	11	0	26	0
	228,115		211,852	NUMBER		158,061		64,089
	531		515	MEAN		545		494
	95		107	STD DEV		102		103

BIOLOGY		FRENCH		SCORE	CHEMISTRY		MATHEMATICS LEVEL 2	
NUMBER	PCT	NUMBER	PCT		NUMBER	PCT	NUMBER	PCT
2,004	4	1,721	5	750-800	1,655	5	6,712	23
3,123	7	2,060	6	700-749	2,693	8	5,147	18
4,556	10	3,197	9	650-699	3,953	12	5,965	20
6,026	13	4,069	12	600-649	4,778	14	5,090	17
6,756	15	5,386	16	550-599	5,549	17	2,874	10
7,581	16	5,897	17	500-549	5,696	17	1,357	5
6,427	14	5,996	18	450-499	4,752	14	944	3
5,127	11	4,264	13	400-449	2,868	9	585	2
3,188	7	1,229	4	350-399	971	3	410	1
1,287	3	49	0	300-349	138	0	203	1
294	1	0	0	250-299	3	0	38	0
14	0	0	0	200-249	0	0	9	0
	46,383		33,868	NUMBER		33,056		29,334
	544		553	MEAN		569		660
	115		105	STD DEV		103		102

V. COLLEGE OVERVIEW

TABLE 9: EDUCATIONAL GOALS (1974-75 SDQ QUESTION 23)

NUMBER RESPONDING:	397,307 MALES	421,149 FEMALES	818,457 TOTAL
	PCT	PCT	PCT
TWO-YEAR TRAINING PROGRAM	4	5	5
ASSOCIATE IN ARTS DEGREE	1	3	2
BA OR BS DEGREE	26	32	29
MA OR MS DEGREE	21	21	21
MD, PHD, OTHER PROFESSIONAL DEGREE	24	14	19
UNDECIDED	24	25	24

TABLE 10A: INTENDED AREAS OF STUDY - FIRST CHOICE (1974-75 SDQ QUESTION 48)

NUMBER RESPONDING:	393,237 MALES	419,645 FEMALES	812,883 TOTAL
	PCT	PCT	PCT
AGRICULTURE	3.4	1.5	2.4
ARCH/ENVIR DESIGN	3.4	0.6	2.0
ART	2.0	5.5	3.8
BIOLOGICAL SCIENCES	9.3	6.7	8.0
BUSINESS AND COMMERCE	13.5	9.6	11.5
COMMUNICATIONS	3.1	2.3	2.7
COMPUTER SCI/SYS ANAL	2.1	1.1	1.6
EDUCATION	4.1	13.8	9.1
ENGINEERING	12.9	0.9	6.7
ENGLISH/LITERATURE	1.5	3.3	2.4
ETHNIC STUDIES	0.1	0.1	0.1
FOREIGN LANGUAGES	0.4	2.3	1.4
*FORESTRY/CONSERVATION	1.8	0.5	1.2
*GEOGRAPHY	0.0	0.0	0.0
HEALTH AND MEDICAL	8.1	21.3	14.9
HISTORY AND CULTURES	1.8	1.1	1.4
HOME ECONOMICS	0.1	1.8	1.0
*LIBRARY SCIENCE	0.0	0.2	0.1
MATHEMATICS	2.8	1.9	2.4
*MILITARY SCIENCE	1.2	0.1	0.6
MUSIC	2.1	2.4	2.2
PHILOSOPHY AND RELIG	0.9	0.5	0.7
PHYSICAL SCIENCES	4.4	1.2	2.8
PSYCHOLOGY	2.1	5.0	3.6
SOCIAL SCIENCES	8.2	7.3	7.7
*THEATER ARTS	0.5	1.5	1.0
TRADE AND VOCATIONAL	1.9	0.9	1.4
*OTHER	2.0	1.3	1.7
UNDECIDED	7.2	5.9	6.5

*THE PCTS. FOR THESE AREAS ARE BASED ONLY ON 1974-75 SDQ RESPONSES BECAUSE THEY WERE NOT IN THE 1973-74 SDQ.

TABLE 10B, PART 1: INTENDED SPECIFIC FIELDS OF STUDY - FIRST CHOICE (1974-75 SDQ QUESTION 48)
INCLUDES THE 607,819 STUDENTS WHO RESPONDED TO THE SDQ IN THEIR SENIOR YEAR

	NUMBER	PCT
AGRICULTURE		
AGRICULTURE ECON	328	0.1
AGRONOMY	499	0.1
ANIMAL SCIENCE	4,727	0.8
DAIRY SCIENCE	183	0.0
FISH AND GAME	4,539	0.7
FOOD SCIENCE	307	0.1
HORTICULTURE	1,023	0.2
LANDSCAPING	516	0.1
OTHER, UNSPECIFIED	3,528	0.6
ARCHITECTURE/ENV DES		
ARCHITECTURE	8,202	1.3
CITY PLANNING	279	0.0
URBAN DEVELOPMENT	209	0.0
OTHER, UNSPECIFIED	3,265	0.5
ART		
ART HISTORY	314	0.1
COMMERCIAL ART	3,865	0.6
DESIGN	949	0.2
FASHION DESIGN	2,732	0.4
GRAPHIC ARTS	793	0.1
INTERIOR DEC	2,813	0.5
PHOTOGRAPHY	2,045	0.3
PRINTING	237	0.0
STUDIO ART	1,504	0.2
OTHER, UNSPECIFIED	8,016	1.3
BIOLOGICAL SCIENCES		
BACTERIOLOGY	440	0.1
BIOCHEMISTRY	2,233	0.4
BIOLOGY	6,404	1.1
BIOPHYSICS	227	0.0
BOTANY	502	0.1
ECOLOGY	1,141	0.2
MARINE BIOLOGY	5,482	0.9
PHYSIOLOGY	1,019	0.2
ZOOLOGY	2,524	0.4
OTHER, UNSPECIFIED	20,219	3.3

	NUMBER	PCT
BUSINESS AND COMMERCE		
ACCOUNTING	18,561	3.1
ADVERTISING	929	0.2
BUS MGT AND ADMIN	19,629	3.2
COURT REPORTING	826	0.1
FINANCE	1,711	0.3
HOTEL ADMIN	1,378	0.2
INDUSTRIAL MGT	404	0.1
MARKETING	1,404	0.2
REAL ESTATE	734	0.1
SALES AND RETAILING	1,947	0.3
SECRETARIAL STUDIES	9,820	1.6
TRANSPORTATION	367	0.1
OTHER, UNSPECIFIED	14,578	2.4
COMMUNICATIONS		
COMMUNICATIONS	1,018	0.2
FILM	750	0.1
JOURNALISM	8,173	1.3
RADIO AND TV	4,367	0.7
OTHER, UNSPECIFIED	2,606	0.4
COMPUTER SCI/SYS ANAL		
COMPUTER SCIENCE	3,363	0.6
DATA PROCESSING	2,743	0.5
SYSTEMS ANALYSIS	664	0.1
OTHER, UNSPECIFIED	3,855	0.6
EDUCATION		
AGRICULTURAL EDUC	168	0.0
ART EDUCATION	959	0.2
BUSINESS EDUCATION	1,220	0.2
CHILD DEVELOPMENT	4,286	0.7
ED OF EXC CHILDREN	2,880	0.5
EDUC OF DEAF	1,579	0.3
ED OF MENT RETARDED	4,908	0.8
ELEMENTARY EDUC	11,205	1.8
GENERAL EDUCATION	1,426	0.2
HEALTH EDUCATION	390	0.1
HOME ECONOMICS ED	954	0.2
INDUSTRIAL ARTS ED	519	0.1
MUSIC EDUCATION	2,508	0.4
PHYSICAL EDUCATION	11,717	1.9
RECREATION	977	0.2
SECONDARY EDUCATION	3,562	0.6
SPEECH AND HEARING	1,758	0.3
VOCATIONAL/IND EDUC	305	0.1
OTHER, UNSPECIFIED	7,599	1.3

	NUMBER	PCT
ENGINEERING		
AEROSPACE/AERON	4,527	0.7
AGRICULTURAL ENG	372	0.1
AIR-CONDITIONING	304	0.1
ARCHITECTURAL ENG	1,759	0.3
CERAMIC ENG	56	0.0
CHEMICAL ENG	2,564	0.4
CIVIL ENGINEERING	2,629	0.6
CONSTRUCTION/TRNSP	641	0.1
DRAFTING	1,273	0.2
ELECTRICAL ENG	9,097	1.5
ENGINEERING AIDE	68	0.0
ENGINEERING DESIGN	462	0.1
ENG SCIENCES	620	0.1
INDUST MGT ENG	874	0.1
INDUST LAB TECH	121	0.0
INSTRUMENTATION	106	0.0
MATERIALS SCIENCE	39	0.0
MECHANICAL ENG	4,395	0.7
METALLURGICAL ENG	188	0.0
MINING AND MINERAL	185	0.0
NAVAL ARCH/MARINE	709	0.1
NUCLEAR TECHNOLOGY	944	0.2
PETROLEUM ENG	270	0.0
PLASTICS TECH	31	0.0
QUALITY CONTROL	26	0.0
SURVEYING	155	0.0
TEXTILE ENG	65	0.0
OTHER, UNSPECIFIED	12,603	2.1
ENGLISH AND LIT		
CREATIVE WRITING	4,011	0.7
ENGLISH	2,144	0.4
LITERATURE	1,118	0.2
SPEECH	363	0.1
OTHER, UNSPECIFIED	5,396	0.9
ETHNIC STUDIES		
AMERICAN INDIAN	115	0.0
BLACK STUDIES	165	0.0
MEXICAN AMERICAN	48	0.0
SPANISH AMERICAN	33	0.0
OTHER, UNSPECIFIED	140	0.0

TABLE 10B, PART 2: INTENDED SPECIFIC FIELDS OF STUDY - FIRST CHOICE (1974-75 SDQ QUESTION 48)
INCLUDES THE 607,819 STUDENTS WHO RESPONDED TO THE SDQ IN THEIR SENIOR YEAR

	NUMBER	PCT
FOREIGN LANGUAGES		
CLASSICAL LANG	157	0.0
EASTERN LANGUAGES	87	0.0
FRENCH	1,722	0.3
GERMAN	517	0.1
ITALIAN	91	0.0
LINGUISTICS	361	0.1
RUSSIAN	168	0.0
SPANISH	1,955	0.3
OTHER, UNSPECIFIED	3,137	0.5
FORESTRY AND CONSERVATION	7,078	1.2
GEOGRAPHY	199	0.0
HEALTH/MEDICAL PROF		
DENTAL ASSISTING	1,317	0.2
DENTAL HYGIENE	4,503	0.7
DENTAL TECHNOLOGY	1,699	0.3
HEALTH AND SAFETY	120	0.0
LAB TECHNOLOGY	2,219	0.4
MEDICAL ASSISTING	1,360	0.2
MED RECS LIBRARIAN	289	0.0
MEDICAL TECHNOLOGY	4,974	0.8
NURSING-PRACTICAL	1,449	0.2
NURSING-REGISTERED	24,341	4.0
OCCUPATNL THERAPY	1,358	0.2
OPTOMETRY	1,019	0.2
PHARMACY	4,181	0.7
PHYSICAL THERAPY	6,443	1.1
PREDENTISTRY	3,827	0.6
PREMEDICINE	25,212	4.1
RADIOLOGY/X-RAY	2,586	0.4
OTHER, UNSPECIFIED	12,053	2.0
HISTORY AND CULTURES		
AMERICAN	2,950	0.5
ANCIENT	626	0.1
AREA AND REGIONAL	123	0.0
EUROPEAN	659	0.1
OTHER, UNSPECIFIED	3,937	0.6
HOME ECONOMICS		
CLOTHING	1,153	0.2
FAMILY RELATIONS	124	0.0
FOOD AND NUTRITION	1,288	0.2
CHILD CARE	271	0.0
INSTITUTIONAL MGT	101	0.0
OTHER, UNSPECIFIED	2,106	0.3
LIBRARY SCIENCE	729	0.1
MATHEMATICS		
STATISTICS	509	0.1
OTHER, UNSPECIFIED	12,326	2.0
MILITARY SCIENCE		
AIR SCIENCE	1,493	0.2
MERCHANT MARINE	268	0.0
MILITARY SCI-ARMY	785	0.1
NAVAL SCIENCE	748	0.1
OTHER, UNSPECIFIED	593	0.1
MUSIC		
COMPOSITION/THEORY	1,007	0.2
INSTRUMENTAL MUSIC	4,734	0.8
MUSIC HISTORY	101	0.0
VOICE	2,111	0.3
OTHER, UNSPECIFIED	4,983	0.8
PHILOSOPHY AND RELIG		
PHILOSOPHY	607	0.1
RELIGION	1,495	0.2
SCHOLASTIC PHIL	32	0.0
THEOLOGY	959	0.2
OTHER, UNSPECIFIED	951	0.2
PHYSICAL SCIENCES		
ASTRONOMY	911	0.1
CHEMISTRY	2,934	0.5
EARTH SCIENCE	227	0.0
GEOLOGY	679	0.1
METEOROLOGY	541	0.1
OCEANOGRAPHY	1,962	0.3
PHYSICAL SCIENCES	550	0.1
PHYSICS	1,937	0.3
OTHER, UNSPECIFIED	5,801	1.0
PSYCHOLOGY		
CHILD PSYCHOLOGY	4,601	0.8
EXPERIMENTAL PSYCH	1,132	0.2
GENERAL PSYCHOLOGY	3,763	0.6
SOCIAL PSYCHOLOGY	3,385	0.6
OTHER, UNSPECIFIED	9,992	1.6
SOCIAL SCIENCES		
ANTHROPOLOGY	1,167	0.2
CORRECTION ADMIN	611	0.1
ECONOMICS	1,224	0.2
FIRE SCIENCE	277	0.0
FOREIGN SERVICE	658	0.1
INDUSTRIAL REL	130	0.0
INTERNATIONAL REL	1,100	0.2
POLICE SCIENCE	6,412	1.1
POLITICAL SCIENCE	11,946	2.0
PUBLIC ADMIN	471	0.1
SOCIAL WORK	6,447	1.1
SOCIOLOGY	2,894	0.5
OTHER,UNSPECIFIED	12,532	2.1
THEATER ARTS		
DANCE	1,215	0.2
DRAMA	2,432	0.4
THEATER ARTS	1,258	0.2
OTHER, UNSPECIFIED	1,262	0.2
TRADE AND VOCATIONAL		
AIRLINE HOSTESS	1,601	0.3
AUTO MAINTENANCE	803	0.1
AVIATION MAINT	278	0.0
BUILDING CONSTRUC	306	0.1
CARPENTRY	388	0.1
COSMETOLOGY	209	0.0
MORTUARY SERVICE	181	0.0
OTHER, UNSPECIFIED	1,347	0.2
OTHER	10,033	1.7
UNDECIDED	30,604	5.0

VI. COLLEGE PLANS

TABLE 11: PLAN TO ASK COLLEGE FOR SPECIAL ASSISTANCE, BY AREAS OF NEED AND ETHNIC GROUP (1974-75 SDQ QUESTIONS 24, 31)

	AMERICAN INDIAN	BLACK	MEXICAN AMERICAN	ORIENTAL	PUERTO RICAN	WHITE	OTHER	NO ETHNIC RESPONSE	TOTAL	PCT SDQ RESPONSES
EDUC/VOC COUNSELING	769	19,040	4,872	7,181	1,846	231,782	4,972	2,647	273,109	32
MATHEMATICAL SKILLS	643	20,896	3,098	3,116	1,227	110,237	3,142	1,293	143,652	17
READING SKILLS	385	10,586	2,021	3,608	970	86,952	2,447	992	107,961	13
WRITING SKILLS	395	9,600	1,909	3,393	925	77,544	2,369	983	97,118	11
STUDY SKILLS	642	18,419	2,919	3,490	1,217	131,089	3,240	1,334	162,350	19
PART-TIME WORK	1,086	35,914	5,511	7,435	2,536	284,689	6,657	3,764	347,592	41
PERSONAL COUNSELING	137	3,339	494	849	277	19,156	740	323	25,315	3
TOTAL REQUESTS	4,057	117,794	20,824	29,072	8,998	941,449	23,567	11,336	1,157,097	
NUMBER SEEKING ASSISTANCE	2,167	61,910	10,631	14,599	4,860	558,799	12,754	6,538	672,258	75

TABLE 12: PLAN TO APPLY FOR ADVANCED PLACEMENT OR COURSE CREDIT (1974-75 SDQ QUESTION 18)
861,875 REQUESTS BY 496,897 STUDENTS, WHO REPRESENT 58 PCT OF THE STUDENTS RESPONDING TO THE SDQ

211,052 ENGLISH 189,291 MATHEMATICS 118,502 FOREIGN LANGUAGES 196,605 SCIENCES 146,425 HISTORY

TABLE 13: HOUSING PREFERENCES (1974-75 SDQ QUESTION 30)

NUMBER RESPONDING	381,159 MALES PCT	410,208 FEMALES PCT	791,368 TOTAL PCT
AT HOME	25	27	26
SINGLE-SEX DORM	20	33	26
COED DORM	34	25	29
FRATERNITY OR SORORITY	4	3	3
ON-CAMPUS APARTMENT	9	6	8
OFF-CAMPUS APARTMENT	8	6	7

VII. ACTIVITIES

TABLE 14: PARTICIPATION IN COMMUNITY AND CHURCH GROUPS
(1974-75 SDQ QUESTION 19)

	MALE	FEMALE	TOTAL
	PCT	PCT	PCT
NO PARTICIPATION	19	14	16
NOMINAL PARTICIPATION	20	16	18
ACTIVE	28	31	30
VERY ACTIVE	10	13	11
LEADER	22	27	25
MORE THAN NOMINAL	60	71	66
NUMBER RESPONDING	394,759	421,139	815,899

TABLE 15: PARTICIPATION IN ATHLETICS
(1974-75 SDQ QUESTION 20)

	MALE	FEMALE	TOTAL
	PCT	PCT	PCT
NO PARTICIPATION	11	28	20
INDIVIDUAL, INTRAMURAL	32	46	39
VARSITY, BUT NO LETTERS	16	9	12
VARSITY LETTER IN 1 SPORT	22	11	16
VAR LTRS/2 OR MORE SPORTS	19	6	13
VARSITY PARTICIPANTS	57	26	41
NUMBER RESPONDING	396,964	418,883	815,848

TABLE 16: PARTICIPATION IN H.S. CLUBS AND ORGANIZATIONS
(1974-75 SDQ QUESTION 21)

	MALE	FEMALE	TOTAL
	PCT	PCT	PCT
NO PARTICIPATION	20	9	14
MEMBER	51	52	52
1-2 MAJOR OFFICES	22	28	25
3-4 MAJOR OFFICES	5	8	7
MORE THAN 4 OFFICES	2	3	2
MAJOR OFFICE HOLDERS	29	39	34
NUMBER RESPONDING	398,879	425,658	824,538

TABLE 17: HIGH SCHOOL HONORS AND AWARDS
(1974-75 SDQ QUESTION 22)

	MALE	FEMALE	TOTAL
	PCT	PCT	PCT
NONE	51	45	48
1-2	30	33	31
3-4	11	13	12
5-6	4	5	4
MORE THAN 6	4	4	4
AT LEAST ONE	49	55	51
NUMBER RESPONDING	394,913	419,594	814,508

TABLE 18: EXTRACURRICULAR ACTIVITIES IN HIGH SCHOOL AND PLANS FOR COLLEGE (1974-75 SDQ QUESTIONS 32-33)

NUMBER RESPONDING TO AT LEAST ONE ACTIVITY:	391,153 MALES		416,571 FEMALES		807,725 TOTAL	
	ACTIVE IN H.S. PCT	WILL BE ACTIVE PCT	ACTIVE IN H.S. PCT	WILL BE ACTIVE PCT	ACTIVE IN H.S. PCT	WILL BE ACTIVE PCT
ATHLETICS, INCL INTRAMURAL AND COMMUNITY	80	68	56	44	68	55
ETHNIC ORGANIZATIONS	6	7	8	10	7	8
JOURNALISM, DEBATING, DRAMATICS	25	22	35	32	30	27
MUSIC, INCL BAND, ORCHESTRA, CHORUS	26	18	41	28	34	23
DEPARTMENTAL OR PREPROFESSIONAL CLUBS	11	18	21	24	16	21
RELIGIOUS ORGANIZATIONS	30	20	41	28	36	24
SOCIAL OR COMMUNITY CLUBS	38	39	54	56	46	47
STUDENT GOVERNMENT	23	20	29	26	26	23

VIII. SKILLS AND ABILITIES

TABLE 19: SELF-REPORTED SKILLS AND ABILITIES (1974-75 SDQ QUESTIONS 34-47)

NUMBER RESPONDING TO AT LEAST ONE AREA:	399,789 MALES						423,679 FEMALES					
	TOP 1% PCT	TOP 10% PCT	ABOVE AVERAGE PCT	AVERAGE PCT	BELOW AVERAGE PCT	TOTAL PCT	TOP 1% PCT	TOP 10% PCT	ABOVE AVERAGE PCT	AVERAGE PCT	BELOW AVERAGE PCT	
ABILITY TO GET ALONG WITH OTHERS	21	36	30	13	0	100	23	35	30	12	0	
ACTING	4	11	25	48	13	100	4	10	23	53	10	
ART	4	10	23	43	20	100	4	12	24	43	18	
ATHLETICS	12	28	32	25	3	100	5	15	28	44	7	
CREATIVE WRITING	5	18	33	37	7	100	5	17	33	38	6	
LEADERSHIP	11	29	32	26	2	100	9	25	30	33	3	
MATHEMATICS	10	26	28	29	7	100	5	18	27	40	11	
MECHANICS	7	19	31	35	9	100	1	5	16	48	31	
MUSIC	6	13	21	34	26	100	6	15	27	37	14	
ORGANIZING FOR WORK	7	22	37	32	2	100	9	23	37	31	1	
SALES	6	16	31	40	7	100	5	14	28	46	7	
SCIENCE	7	22	32	33	5	100	3	13	27	47	10	
SPOKEN EXPRESSION	7	21	35	34	3	100	7	19	34	37	3	
WRITTEN EXPRESSION	7	22	35	33	4	100	8	22	35	32	3	

IX. FINANCES

TABLE 20: ESTIMATED PARENTAL CONTRIBUTION TOWARD APPLICANTS' EDUCATION, BY ETHNIC GROUP
(CALCULATED FROM 1974-75 SDQ QUESTIONS 24, 26-28)

	AMERICAN INDIAN PCT	BLACK PCT	MEXICAN AMERICAN PCT	ORIENTAL PCT	PUERTO RICAN PCT	WHITE PCT	OTHER PCT	NO ETHNIC RESPONSE PCT	ALL STUDENTS PCT
UNDER $ 625	59.2	76.9	74.1	47.5	69.1	33.4	53.9	41.8	38.5
$ 625- 899	6.3	4.4	5.7	7.1	5.0	8.0	6.4	7.4	7.6
900-1,199	7.6	4.6	5.9	9.4	5.6	10.5	8.1	9.4	9.8
1,200-1,499	5.3	2.9	3.8	6.0	3.5	7.6	5.3	6.8	7.0
1,500-1,799	2.1	1.2	1.5	3.6	1.9	3.9	2.6	3.5	3.6
1,800-2,099	2.8	1.7	1.5	3.4	2.1	4.8	3.2	3.9	4.4
2,100-2,399	3.0	1.6	1.5	3.6	2.0	4.7	2.8	4.1	4.3
2,400-2,699	0.5	0.3	0.4	1.1	0.7	1.3	0.9	1.1	1.1
2,700-2,999	2.2	1.2	0.8	2.6	1.2	3.4	2.1	2.7	3.1
3,000-3,299	0,8	0.3	0.3	0.7	0.5	1.0	0.6	1.0	0.9
3,300-3,599	0.5	0.3	0.3	0.8	0.4	1.1	0.7	0.8	1.0
3,600-3,899	1.7	0.8	0.8	1.7	0.9	2.4	1.4	2.0	2.2
3,900-4,199	0.6	0.2	0.3	0.8	0.5	0.9	0.7	0.9	0.8
4,200-4,499	0.1	0.1	0.1	0.3	0.0	0.3	0.2	0.2	0.2
4,500-4,799	0.6	0.3	0.4	0.9	0.4	1.1	0.7	0.8	1.0
4,800 OR OVER	6.7	3.3	2.6	10.7	6.2	15.9	10.4	13.6	14.4
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NUMBER RESPONDING	2,096	56,730	10,368	14,346	4,753	597,704	12,232	4,993	703,222
MEAN CONTRIBUTION	$ 1,314	$ 672	$ 667	$ 1,794	$ 1,057	$ 2,523	$ 1,681	$ 2,155	$ 2,301
MEDIAN CONTRIBUTION	$ 419	$ 161	$ 194	$ 721	$ 258	$ 1,145	$ 529	$ 925	$ 1,019
MEAN INCOME	$13,932	$10,093	$11,280	$16,812	$12,589	$20,007	$15,768	$18,389	$18,860
MEDIAN INCOME	$11,368	$ 8,210	$ 9,824	$13,881	$ 9,433	$16,277	$12,551	$15,156	$15,465

TABLE 21: ANNUAL PARENTAL INCOME BY SAT AVERAGE, BOTH SEXES COMBINED (1974-75 SDQ QUESTION 28)
674,320 STUDENTS RESPONDING (PERCENTAGES IN THIS TABLE BASED ON THIS NUMBER)

SAT AVERAGE	UNDER $6,000 PCT	$6,000- $8,999 PCT	$9,000- $11,999 PCT	$12,000- $14,999 PCT	$15,000- $19,999 PCT	$20,000- $29,999 PCT	$30,000 OR OVER PCT	TOTAL PCT	MEAN INCOME
750-800	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	$27,999
700-749	0.0	0.0	0.1	0.1	0.2	0.2	0.2	0.8	$25,708
650-699	0.1	0.1	0.2	0.3	0.5	0.7	0.5	2.3	$24,353
600-649	0.2	0.3	0.6	0.8	1.2	1.6	1.1	5.7	$23,069
550-599	0.4	0.7	1.2	1.5	2.2	2.6	1.6	10.2	$21,706
500-549	0.6	1.1	2.0	2.4	3.2	3.6	2.1	15.0	$20,671
450-499	0.9	1.5	2.7	3.0	3.9	4.1	2.1	18.1	$19,571
400-449	1.1	1.7	2.8	3.0	3.8	3.8	1.8	18.0	$18,574
350-399	1.2	1.7	2.5	2.4	2.9	2.6	1.2	14.4	$17,052
300-349	1.2	1.4	1.6	1.5	1.6	1.4	0.6	9.3	$15,263
250-299	1.1	0.9	0.8	0.6	0.6	0.5	0.2	4.7	$12,384
200-249	0.4	0.2	0.1	0.1	0.1	0.1	0.0	1.0	$ 9,583
TOTAL	7.1	9.7	14.7	15.6	20.2	21.2	11.5	100.0	$18,952
MEAN SCORE	393	422	442	454	464	479	494	457	

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